

Mr. Bradford - NMS Band	Week 1	Bk.1-Standards of Excel. (SOE)	SD Music Standard	Objective	Assessment
Sixth Grade	September 5-8, 2017	p. 6 & 7	1.1.E., 2.1.A., 3.1.A	Begin thinking about how we do what we do	Standard of Excellence Bk. 1 Ex: 7, 12, & 14

Learning Targets: Students will review and refresh their minds after a summer off, turning the music back on.

Students will: Perform music utilizing and demonstrating the following terms/ideas.

Identify and Define music symbols:

1. **4/4 Time Signature**
2. **Staff**
3. **Clef Sign**
4. **Measure**
5. **Bar Line**
6. **Double Bar-Line**



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Identify and Play rhythm:

1. **Whole Notes**
2. **Half Notes**
3. **Quarter Notes**
4. **Whole Rests**
5. **Half Rests**
6. **Quarter Rests**

Play with proper technique, including:

1. Using good **Posture** (strong feet, straight back, tall shoulders)
2. Using good **Breath support** (fills entire instrument)
 - a. producing good **tone**
3. Using accurate finger position
 - a. Pads of fingers in centers of keys
 - b. Completely pressing down fingers

Identify and define:

1. **Flat** = lowers note ½ step *or* **Sharp** = raises note ½ step
2. **Skip** = line to line on the staff, or space to space
3. **Breath Mark** = Take a breath
 - a. Used to mark phrasing
4. **Accent** = Attack the note louder
5. **Folk Music:** part of daily lives of ordinary people, invented to:
 - a. Celebrate births, weddings funerals
 - b. Accompany the changing seasons (planting, harvest, spring)
 - c. Tell of an important place or event
 - d. Teach morals to children
 - e. Accompany recreation; entertain
6. **Harmony** = the result of two or more notes played at the same time
7. **Consonance** = a pleasant sound resulting from two or more notes played at the same time
8. **Dissonance** = a relatively unpleasant sound resulting from two or more notes played at the same time
9. **Duet** = two different lines of music played at the same time

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Leveled Questions:

1. **Knowledge** Which notes are line notes, and which are space notes? Explain a *step*. Explain a *skip*.
2. **Comprehension** What is the proper fingering to play line and space notes?
3. **Application** Using only the notes and rests from pages 6-7, perform notes that both step and skip.
4. **Analysis** How does breathing (breath marks, breath control, air speed, etc.) change the feel of your music?
5. **Synthesis** Demonstrate and discuss how changing any aspect of a song (accents, pitches, etc.) affects that song.
6. **Evaluation** Listen to your colleagues perform, and offer constructive feedback based upon their performance.

	1 - Beginning	2 - Emerging	3 – Developed	4 – Well Developed
Student Learning	Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on answering recall-retype questions	Students demonstrate their learning by completing tasks that require comprehension. There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehension.	Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and or evaluate new instruction content. Tasks include the opportunity for students to respond to content through inquiry and interpretation	Students develop their own learning task that stretches their creativity, originality, design, or adaptation. Tasks include the opportunity for students to assess their own learning and move forward where they adapt their knowledge on new activity.
Instructional Design	Learning tasks include one of more assigned ways for students to demonstrate their thinking.	Learning tasks include one of more assigned ways for students to demonstrate their thinking.	Learning tasks allow students to self-select options best representing their thinking.	Learning tasks extend students learning, inspiring them to pursue self-discovery.

LEVEL ONE - RECALL

I can remember facts, terms, symbols, and note names.
I can tell you how many counts each note receives.
I know facts about music history.
I can identify notes by their letter names.
I can identify instruments and put them in the correct family.

LEVEL TWO - SKILL CONCEPT

I perform by singing, moving, or playing an instrument.
I can sing the musical ladder with steps and skips.
I can explain and interpret musical styles, genres, basic forms, intervals, and rhythmic patterns.
I can sight read independently.

LEVEL THREE - STRATEGIC THINKING

I can sing, or play an instrument in a group.
I can blend and add balance when performing in a group.
I respond to the conductor by changing my pitch, tempo, articulation, etc.
I perform expressively with dynamics, diction, and articulation.
I can analyze a piece of music.
I can play or sing independent parts.
I can compose simple melodies and rhythms.
I can evaluate my performance and the performance of other.
I can write down what I hear using notation and symbols.

DEPTH OF KNOWLEDGE

LEVEL FOUR - EXTENDED THINKING

I can compose for more than one part.
I can improvise and respond to changes in music.
I can perform solos, with or without accompaniment in non-conducted ensembles.
I can make decisions about style, balance, and expressive elements.
I play, compose, and arrange music.
I can use complex reason to plan, investigate, or analyze.

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Music Performance Rubric (adapted 9/1/17 for NMS by SB)								
Level		Beginning Performer		Emerging Performer		Developed Performer		Advanced Performer
		1	2	3	4	5	6	7
Pitch		I am still working on high and low	I performed some pitches correctly.	I performed many pitches correctly.	I performed most pitches correctly.	I performed nearly all pitches correctly.	I performed all of the pitches correctly, and I am working on playing in tune.	I performed all of the pitches correctly and most notes were in tune.
Rhythm	Duration	I am still working on long and short notes.	I performed some rhythms correctly.	I performed many rhythms correctly.	I performed most rhythms correctly.	I performed nearly all rhythms correctly.	I performed all rhythms correctly.	I performed correct rhythms with a steady pulse, and the meter was clear most of the time.
	Pulse	I am still working on a steady pulse.	The pulse was steady some of the time.	The pulse was steady much of the time.	The pulse was steady most of the time.	The pulse was steady nearly all of the time.	The pulse was steady all of the time.	I performed correct rhythms with a steady pulse, and the meter was clear all the time.
Tone		I am still working toward a natural sound.	I made a natural sound some time.	I made a natural sound much of the time.	I made a natural sound most of the time.	I made a natural sound nearly all of the time.	I made a natural sound all of the time.	I used good technique to make a natural and beautiful sound.
Technique		I am still working on using my body for music making.	I showed good technique with some parts of my body.	I showed good technique with many parts of my body.	I showed good technique with most parts of my body.	I showed good technique with nearly all parts of my body.	I showed good technique with all parts of my body.	I used good technique to make a natural and beautiful sound.
Expression: Tempo, Dynamics, Articulation		I am still working on fast/slow (Tempo), loud/soft (Dynamics), and separated/connected (Articulation).	I performed some of the written directions for tempo, dynamics, and articulation.	I performed many of the written directions for tempo, dynamics, and articulation.	I performed most of the written directions for tempo, dynamics, and articulation.	I performed nearly all of the written directions for tempo, dynamics, and articulation.	I performed all written directions for tempo, dynamics, and articulation.	I used expressive elements to artfully share the song's meaning.
Grade		60%	70%	80%	85%	89%	93%	96%

(n.d.). Retrieved from <http://www.gcisd-k12.org/cms/lib4/TX01000829/Centricity/Domain/1499/Music%20Performance%20Rubric.pdf>



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